

MULTIDISCIPLINARY ACADEMIC RESEARCH, INNOVATION AND RESULTS

Proceedings of the XIII International Scientific and Practical Conference

Prague, Czech Republic
April 05 – 08, 2022

Library of Congress Cataloging-in-Publication Data

UDC 01.1

The XIII International Scientific and Practical Conference «Multidisciplinary academic research, innovation and results», April 05 – 08, 2022, Prague, Czech Republic. 831 p.

ISBN - 979-8-88526-749-6

DOI - 10.46299/ISG.2022.1.13

EDITORIAL BOARD

<u>Pluzhnik Elena</u>	Professor of the Department of Criminal Law and Criminology Odessa State University of Internal Affairs Candidate of Law, Associate Professor
<u>Liubchych Anna</u>	Scientific and Research Institute of Providing Legal Framework for the Innovative Development National Academy of Law Sciences of Ukraine, Kharkiv, Ukraine, Scientific secretary of Institute
<u>Liudmyla Polyvana</u>	Department of Accounting and Auditing Kharkiv National Technical University of Agriculture named after Petr Vasilenko, Ukraine
<u>Mushenyk Iryna</u>	Candidate of Economic Sciences, Associate Professor of Mathematical Disciplines, Informatics and Modeling. Podolsk State Agrarian Technical University
<u>Oleksandra Kovalevska</u>	Dnipropetrovsk State University of Internal Affairs Dnipro, Ukraine
<u>Prudka Liudmyla</u>	Odessa State University of Internal Affairs, Associate Professor of Criminology and Psychology Department
<u>Slabkyi Hennadii</u>	Doctor of Medical Sciences, Head of the Department of Health Sciences, Uzhhorod National University.
<u>Marchenko Dmytro</u>	PhD, Associate Professor, Lecturer, Deputy Dean on Academic Affairs Faculty of Engineering and Energy
<u>Harchenko Roman</u>	Candidate of Technical Sciences, specialty 05.22.20 - operation and repair of vehicles.
<u>Belei Svitlana</u>	Ph.D., Associate Professor, Department of Economics and Security of Enterprise
<u>Lidiya Parashchuk</u>	PhD in specialty 05.17.11 "Technology of refractory non-metallic materials"
<u>Kanyovska Lyudmila Volodymyrivna</u>	Associate Professor of the Department of Internal Medicine
<u>Levon Mariia</u>	Candidate of Medical Sciences, Associate Professor, Scientific direction - morphology of the human digestive system
<u>Hubal Halyna Mykolaiivna</u>	Ph.D. in Physical and Mathematical Sciences, Associate Professor

129.	Долгушева Т.В., Кныш И.С. СПЕЦИФИКА ИМПЕРАТИВНЫХ ВЫСКАЗЫВАНИЙ В ХУДОЖЕСТВЕННОМ ПРОИЗВЕДЕНИИ	572
130.	Калініченко В.І. ЛІНГВАЛЬНІ АСПЕКТИ КАТЕГОРІЇ НЕЙМОВІРНОСТІ (НА ПРИКЛАДІ УКРАЇНСЬКОМОВНИХ МІЛІТПСЕВДОНІМІВ)	581
131.	Колонюк С.М. КЛАСИФІКАЦІЙНІ ТИПИ ЕВФЕМІЗМІВ: СПЕЦИФИКА ЇХ ТРАНСФОРМАЦІЇ	585
132.	Марков Б. ГІПЕРБОЛА ЯК ЗАСІБ ПРАГМАТИЧНОГО ВПЛИВУ В АНГЛОМОВНОМУ ЕКОНОМІЧНОМУ ДИСКУРСІ	590
133.	Пересада Є.І. ЛАТИНСЬКА ГРАФІКА: ФУНКЦІЮВАННЯ В УКРАЇНСЬКОМУ МОВНОМУ ПРОСТОРІ	595
134.	Руднянин О.І. ДОСЛІДЖЕННЯ ЖАНРУ СІМЕЙНОГО РОМАНУ-ХРОНІКИ ПИСЬМЕННИКА-ЕМІГРАНТА ОЛЕКСИ ІЗАРСЬКОГО	600
135.	Сидорчук В. СПОСОБИ ВІДТВОРЕННЯ РЕАЛІЙ ПІД ЧАС ПЕРЕКЛАДУ АНГЛІЙСЬКИХ ТА УКРАЇНСЬКИХ КАЗОК	605
136.	Токпанова А.А. СПЕЦИФИКА РУССКОЯЗЫЧНЫХ ТЕКСТОВ В СМИ ДЛЯ КАЗАХСТАНСКОЙ АУДИТОРИИ	610
137.	Філат Т., Сидора М., Запорожець О., Сербіненко Л., Клименко І. THE ROLE OF THE TEACHER AND HIS INFLUENCE ON THE EFFICIENCY OF LEARNING IN DISTANCE FORMAT	614
138.	Хоменко Т.А. ОБРАЗ ДУБУ В МОВНІЙ КАРТИНІ СВІТУ ДАВНІХ ГЕРМАНЦІВ	620
139.	Чмеренко М. ГРАМАТИЧНА ФУНКЦІЯ ІНВЕРСІЇ	623

THE ROLE OF THE TEACHER AND HIS INFLUENCE ON THE EFFICIENCY OF LEARNING IN DISTANCE FORMAT

**Філат Тетяна,
Сидора Мирослава,
Запорожець Олена,
Сербіненко Людмила,
Клименко Ірина**

Language training department
DNIPRO STATE MEDICAL UNIVERSITY

For two years, the world has been in a pandemic caused by a coronavirus infection. All spheres of life have been more or less affected by this catastrophe, various areas of activity have radically changed concepts, methods, approaches and techniques. The education sector, including higher education institutions, had to urgently and effectively address the problem of pandemic learning, which led to the introduction of distance learning as an alternative way of providing educational services. If before the pandemic distance learning was used as a supplement to the main type of education or as a means of working with groups of people with reduced mobility, then from 2019 education was forced to move to distance learning.

In the relatively short time that has passed since the pandemic and, consequently, the introduction of distance learning, many scientists, educators, civil servants have devoted their research to optimizing this form, held seminars, trainings, workshops on this topic, because it is teamwork, the exchange of experience of all participants in the educational process, from different educational institutions, cities, countries contributes to the effective and rapid, if necessary, the introduction of a fairly new form of learning for us. It can be argued that the higher education system has adequately responded to the challenges of today's "reformatted" world. But the teaching staff of universities also notes certain difficulties that have arisen:

- "lack of "live" contact between teacher and student;
- insufficient technical support of the educational process;
- insufficient level of mastery of information and communication technologies by the participants of the educational process;
- risk of academic dishonesty;
- risk of biased assessment of students;
- lack of well-designed online courses;
- the risk of using online courses of dubious quality in terms of emergency development of material and the impossibility of full discussion at a meeting of the department "[1].

That is, the main focus is on the lack of "live" communication between the student and the teacher, the lack of computer skills or the lack of the latter. The psychological

state of the student is of some interest to researchers. And the health and psychological state of the teacher, as a rule, are ignored by scientific research. The teacher is perceived as a "machine" that can work smoothly around the clock, not only to conduct classes, but also to provide the learning process with quality teaching materials, multimedia lectures and more. The ability to work with a computer, the skills of conducting online classes become a personal matter of the teacher, although, of course, this requires not only long-term training, but also special education, which has already been discussed on educational sites. Therefore, young teachers and those whose relatives were able to help them master "computer literacy" found themselves in the best conditions. Nobody has been interested in the statistics of the number of teachers who have not been able to conduct online classes. Unfortunately, there is a problem, and we have lost many qualified teachers due to the pandemic and distance learning. The point is not that it is not necessary to introduce distance learning (because this is the only way out), but that qualified personnel for Ukraine today is a serious problem. And losing it is the path to disaster. Therefore, both the state and the executive branch should consider steps to help teachers "get" computer education, acquire skills in working with new information technologies.

In the analytical report on trends in the organization of distance learning in institutions of professional higher and higher education in quarantine in the 2020/2021 academic year [2], experts highlighted such issues as:

- mediocre level of using distance learning technologies by all participants in the process, digital literacy and ICT skills;
- quality and availability of the Internet for participants in the educational process;
- lack of clearly structured educational material posted on a single educational platform; and so on.

It is now safe to say that thanks to the common efforts these problems have been solved to a large extent. Dnipropetrovsk State Medical University has worked out the use of Internet resources, created a clear educational platform with complete and structured educational content, established a system of communication with students at each stage of the educational process. Therefore, the results of the survey [2], which indicate positive dynamics, were expected: two thirds of respondents consider the level of organization of the educational process in the second semester of 2020/2021 academic year much better than the level provided in the first semester.

In 2021/2022 academic year, the educational process was mainly in the usual full-time form, which allowed to make the first attempts to analyze the results and consequences of distance learning. Monitoring of students, the results of their survey, analysis of performance allow us to draw certain conclusions about the impact of this form on the level of their mastery of educational material. However, the world community is concerned about the continued continuation of online learning. Yes, Rob Curtin rightly believes that "the rapid transition to distance learning has been a powerful start, but over the past year we have learned that lecturing solely through online meetings leaves some students behind and leaves many longing for a rich campus experience. contributed to learning in the classroom and beyond"[3].

Learning language as the main tool for mastering any specialty requires constant practice and development of automatic skills of writing, speaking, listening, so it is

interesting the impact of distance learning on the formation of language competence of higher education.

A number of researchers claim that the distance form promotes the development of skills of independent work. Thus, Olga Tamarkina believes that "distance learning provides graduates with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creative self-expression, finding and consolidating various professional skills, and allows teachers to implement completely new forms and methods of teaching on the application of conceptual and mathematical modeling of phenomena and processes. The development of distance learning will continue and improve with the development of Internet technologies and the improvement of distance learning methods" [4]. We can agree with this opinion if we are talking about senior students or those who study information technology, computer systems. In our opinion, this statement is contradictory as for first-year students, as they are at the stage of adapting to the higher education system. This process requires a gradual restructuring of ideas and the development of new approaches to learning, which, obviously, is more effective with the participation and direct control of the teacher, who is not only the organizer but also participant in the learning process. In addition, you need to consider the emotional component of the adaptation process. First-year students often feel confused, anxious, depressed because they do not understand the new rules, requirements, loneliness due to lack of full communication.

Thus, the role of the teacher cannot be limited, as some researchers claim, to the role of moderator of the educational process. For first-year students, especially foreigners, the teacher plays the role of educator, psychologist, leader in the field of new knowledge. When one of these chains is lost, the interaction between teacher and student is disrupted, which negatively affects the learning process. Long experience of working online with domestic and foreign students at the Language Training Department of DSMU (since March 2019) shows that not only the forms and methods of working with students transformed and changed, but students' attitude to the subject as well.

When the lockdown began, the students felt lonely and depressed. But almost all of them did their homework and sent it to Moodle learning platform. In April, students began working in the Zoom system (later on Google-meet) and continued to submit written work to Moodle. For the first few months, they were happy to see the teacher, hear his voice, communicate with classmates, participate in dialogues, read, retell texts, complete assignments, and even act out situational scenes from student life. All this, of course, contributed to the formation of speech skills and increased students' vocabulary. Interestingly, each lesson ended with a wish to meet in the audience as soon as possible. And it was expressed by students. However, in early 2020 the situation changed. Students were less and less likely to turn on the cameras in class, complaining that they were not working. The interest in mastering the language at a sufficient level has disappeared. Only 30% of students did written home assignments. Approximately 20% of students have stopped connecting to online classes at all (this percentage is much lower among domestic students). Both objective and subjective reasons were decisive here. Firstly, it was at this time that many people contracted the

coronavirus. Foreign students who came from around the world (India, Morocco, Tunisia, Israel, etc.) were worried about their relatives. Suffice it to mention the events that took place in India and China. Secondly, the prolonged lockdown, inability to communicate and learn fully contributed to the deterioration of the psychological state of students. Some students were in a state of a long-term depression and it was very difficult to get out.

Gradually, interest in classroom activities began to wane, and the desire to return to offline learning decreased. This is due to a number of reasons, among which one can identify objectively justified, such as: improving the organization of distance learning, setting up computer and Internet software, filling of educational and methodological content. Students quickly entered the new system of education, realized and got used to the rules, new requirements, began to use available resources, which, we note, were quickly and efficiently prepared by the teaching staff.

At the same time, there are subjective reasons for the decline of interest in classroom activities, because being "on the other side of the screen", a person has more freedom, not limited by the rules of behavior in the group. Not every student has a high ability to self-control and self-education skills, so the possibility of more free, uncontrolled behavior disorganizes, relaxes participants of distance learning. If domestic students keep themselves "within the permitted limits": do not "come" to online classes in shorts, are not in bed during the educational process, then foreign students allow themselves all these unacceptable things. During the lesson, they go shopping, train in the gym, relax in bed, travel by bus, meet friends at the airport, even deftly doughed while sitting on the floor. During the lesson, students turn on the camera for a few seconds, do not focus on the tasks that the teacher is trying to solve, do not listen to explanations. Only 20-30% of foreign students take an active part in the online lesson. The rest of the students are represented by avatars on the monitor screen. It is extremely difficult for a teacher to work in such conditions. Interestingly, the teacher did not have any complaints about students before the introduction of online learning. But the specifics of working with Arab, Hindu, and Israeli students is that during the lesson the teacher has to personally open the textbook three, sometimes dozens of times to some students, which they insistently close for some reason. Therefore, the ingenious invention of Professor David Kellermann from the University of New South Wales – interactive software for distance lecturing during the coronavirus pandemic – can not be used by the teaching staff of the Language Training Department in I-III courses. Although the experience of David Kellermann can be used for distance lecturing by the departments of physics, chemistry, biochemistry, microbiology, histology etc. The professor uses his device Surface Hub, which allows not only to show answers to complex questions on the subject, but also to solve them in real time. A distinctive feature of Kellermann's lessons was the increase in the level of estimates from 65 to 85 percent, and students' interest in lectures increased by 20 times [5].

In the previous work, we raised the issue of combining personal and official space, which under normal learning conditions is clearly distinguished. When studying at home, without teacher supervision, students are easily distracted, attention jumps from the screen to the phone, from the phone to the textbook, again to the gadget, etc. because not everyone has such a high level of self-control and self-organization to

follow the audience. Learning a language, which is a complex system, requires not only the study of its elements, but also an understanding of their relationships, which requires a continuous focus on educational material. Distance learning deprives all participants of full immersion in the subject being studied. Observation of students' behavior after the distance stage of learning shows that during this period there were some changes: decreased ability to concentrate, speed of reaction and performance of tasks, communication became weaker, because online asking questions, asking for clarification, deepening or supplementing material is more difficult: it takes more time, requires technical design.

Simona Eringfeld, a master of Cambridge University, analyzes the modern distance education system and draws disappointing conclusions about the future: "Fear of education as an event of virtual reality which replaces physical reality became one of the most threatening results, which the participants of the survey would imagine in the future"[6]. The researcher listed all the dystopian (undesirable), according to her definition, consequences of post-COVID space: "complete transfer to distance learning, isolation from the campus, as well as the impossibility of face-to-face cooperation with colleagues and peers" [6].

Based on the results of the analysis of students' behavior and success after a long period of study in the distance format, certain conclusions can be drawn about the impact of this form on the effectiveness of the educational process, namely:

- Distance learning is acceptable for studying a number of disciplines related to computer technology, mathematics, etc.;
- Distance learning can be used as part of a mixed form of training process to optimize education;
- For learning a language, the offline form is a priority, because the study of this discipline requires live communication, creating a language environment, control by the teacher, constant attention and concentration.

Bibliography

1. А.А. Олешко, О.В. Ровнягін, В.Р. Годз Удосконалення дистанційного навчання у вищій освіті в умовах пандемічних обмежень Електронне «Державне управління: удосконалення та розвиток» www.dy.nayka.com.ua / № 1 2021 р. / 28.01.2021.

2. АНАЛІТИЧНА ДОВІДКА щодо тенденцій організації дистанційного навчання у закладах фахової передвищої та вищої освіти в умовах карантину у 2020/2021 навчальному році (за результатами онлайн-анкетування учасників освітнього процесу). https://sqe.gov.ua/wp-content/uploads/2021/05/ANALITICHNA_DOVIDKA_Opitivannya_FPO_ZVO_DSYAO_05.2021.pdf.

3. Rob Curtin Reimagining Higher Education: The Post-Covid Classroom <https://er.educause.edu/articles/2021/4/reimagining-higher-education-the-post-covid-classroom>.

4. Тамаркіна О. Самостійна робота студентів ЗВО в умовах дистанційного навчання / Актуальні питання гуманітарних наук. – Вип. 34. – Том 5. – 2020. – С. 228-231.

5. Dr. Kellermann STEM learning at scale: Using Microsoft Teams and AI for a more humanistic education (DA). <https://www.youtube.com/watch?v=n41iLs1JDkU>.

6. Simone Eringfeld Higher education and its post-colonial future: utopian hopes and dystopian fears at Cambridge University during Covid-19 <https://doi.org/10.1080/03075079.2020.1859681>.

Multidisciplinary academic research, innovation and results

Scientific publications

Proceedings of the XIII International Scientific and Practical Conference
«Multidisciplinary academic research, innovation and results», Prague, Czech
Republic. 831 p.
(April 05 – 08, 2022)

UDC 01.1

ISBN – 979-8-88526-749-6

DOI – 10.46299/ISG.2022.1.13

Text Copyright © 2022 by the International Science Group (isg-konf.com).

Illustrations © 2022 by the International Science Group.

Cover design: International Science Group (isg-konf.com)©

Cover art: International Science Group (isg-konf.com)©

All rights reserved. Printed in the United States of America.

No part of this publication may be reproduced, distributed, or transmitted, in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

The content and reliability of the articles are the responsibility of the authors. When using and borrowing materials reference to the publication is required. Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine, Russia and from neighboring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

The recommended citation for this publication is: Kovalenko O., Bahliuk U. The biopolyethylene decomposition product influence on the soil mycoflora and the dicotyledonous and monocotyledonous cultivated seed germination // Multidisciplinary academic research, innovation and results. Proceedings of the XIII International Scientific and Practical Conference. Prague, Czech Republic. 2022. Pp. 23-25.

URL: <https://isg-konf.com/multidisciplinary-academic-research-innovation-and-results/>